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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Agricultural education—Commercial education—Professional education—Civic education—Reeducation of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

212. **Florida educational association.** Thirty-first annual convention, Daytona, December 27-28, 1917. Florida schoolroom, 24:1-32, January 1918.

Contains: 1. Agnes E. Harris: How the schools may help to win the war, p. 3-6. 2. H. R. Truster: The teacher and the law, p. 8-13. 3. C. E. Howell: The place of the manual arts in the curriculum, p. 13-16. 4. J. D. Eggleston: The needs and the development of rural leadership, p. 17-23. 5. C. A. Hardee: What democracy demands of the public schools, p. 23-27. 6. W. A. Allen: Some methods of improving rural schools, p. 27-29.

213. **Missouri state teachers' association.** Proceedings and addresses of the St. Louis meeting, November 16-18, 1916. Bulletin Missouri state teachers' association, 3: January, April, 1917. (E. M. Carter, secretary, Columbia, Mo.)

Contains: *January*, 1. Cora W. Stewart: Moonlight schools, p. 34-39. 2. Carter Alexander: Public opinion and the schools, p. 39-44. 3. M. A. O'Hear: Departmental work in the intermediate grades, p. 49-54. 4. M. V. O'Shea: Every-day traits of human nature, p. 56-59. 5. Alice M. Carter: 3

CURRENT EDUCATIONAL PUBLICATIONS.

malty. The enrichment of the teacher's life, p. 60-62. 6. E. L. Harrington: The place of science in the high school curriculum, p. 62-66. 7. W. K. Tate: Modern ideals in rural education, p. 66-72. 8. E. B. Bryan: The marks of an educated man, p. 80-85. April, 9. G. H. Beasley: Supervision of high school by the city superintendent, p. 15-19. 10. Carter Alexander: Standard tests as an aid in supervision, p. 19-27. 11. C. S. Parker: The value of scientific tests in the elementary schools, p. 42-45. 12. C. H. Hitchborn: The status of geography teaching in the elementary schools of the smaller cities of Missouri, p. 47-50. 13. H. L. Jones: The teaching of agriculture in the high school, p. 80-84.

214. **National education association.** Proceedings, 1917. Journal of the National education association, 2: 313-408, January 1918.

Department of Business Education.

Contains: 1. Cassie L. Paine: The teaching of salesmanship to high-school girls, p. 316-21. 2. E. F. Dahm: Modifications in commercial training suggested by present world-conditions, p. 321-27. 3. F. H. Young: How to teach salesmanship in the high school, p. 327-30. 4. J. A. Bexell: How can the higher schools of commerce best serve the high schools? p. 334-39.

Department of School Administration.

5. F. I. Cooper: Report of the committee of standardization of schoolhouse planning and construction, p. 341-45. 6. E. Shorrock: Some unsolved problems in school administration, p. 350-53. 7. C. G. Pearse: A principle in school administration, p. 354-57. 8. Mrs. O. S. Barnum: Administration "safe for democracy," p. 357-60. 9. W. C. Bruce: Some essentials in the planning of school buildings for community use, p. 361-64. 10. J. J. Donovan: The relations between boards of education, their superintendents, and the architects, p. 364-68. 11. S. A. Challman: The necessity of the adaptation of the building to the school organization, p. 368-70. 12. W. B. Hiner: Standardization of school buildings, p. 370-74. 13. W. T. Foster: Conservation of national ideals in war time, p. 375-76.

Department of Normal Schools.

14. How far should the principle of standardization be followed by normal schools? [by] C. G. Pearse, p. 378-79; [by] J. G. Crabbe, p. 379-82. 15. H. H. Seerley: The normal school and the demands of industrial education, p. 383-85. 16. F. E. Barr: The practical arts, p. 386-89. 17. Mrs. M. G. Barnum: The normal schools and the demand for education in the household arts, p. 389-93. 18. A. H. Sprout: The commercial arts, p. 393-95. 19. C. C. McCracken: A systematic plan for the after-training of normal-school graduates, p. 396-402. 20. Charles McKenny: Growth in service, p. 402-8.

215. **Oregon state teachers' association.** Proceedings of the meeting held at Portland, December 28-29, 1917. Oregon teachers monthly, 22: 313-434, February 1918.

Contains: 1. C. W. Boettcher: Report of committee on retardation, p. 335-39. 2. F. J. Toose: Report of committee on thrift, p. 340-47. 3. Mrs. M. L. Fulkerson: Report of committee on standardization of rural schools, p. 348-57. 4. R. W. Kirk: Report of committee on social service, p. 357-60. 5. F. M. Leavitt: Getting the city boy on the farm in summer as a war measure, p. 363-65. 6. F. M. Leavitt: Vocational guidance, p. 365-68. 7. W. T. Foster: Reeducation of wounded men, p. 371-72. 8. A. N. French: A study of the social sciences in the secondary schools of Oregon, p. 384-86. 9. Mrs. C. H. Castner: Thrift, p. 406-9. 10. L. L. Summers: The manual training schools cooperating with the national government, p. 411-13. 11. O. C. Brown: What the county superintendent may do to assist in food production and conservation, p. 415-18.

216. **Pan American scientific congress.** 20. Washington, D. C., 1915-1916. Proceedings . . . Section IV, part 1-2, Education. Washington, Government printing office, 1917. 2v. diagrs. 8°.

217. **Southwest Missouri teachers' association.** Proceedings and addresses of the meeting held at Springfield, October 23-28, 1917. Bulletin Missouri state teachers' association, 3: 1-23, July 1917. (Miss Romaine Reach, secretary, Springfield, Mo.)

Contains: 1. C. A. McMurtry: A course of study built up out of large topics, p. 4-5. 2. M. A. O'Rear: The reorganization of secondary education, p. 9-15. 3. W. E. Smith: How to make the parent-teachers' association of most value to the school system, p. 15-18. 4. E. E. Dodd: Personal expression. A new subject for the course of study, p. 18-21.

218. **Virginia educational conference**, Roanoke, Va. Proceedings of superintendents' association, November 1917. Bristol, Tenn., King printing co., 1918. 68 p. 8°. (F. B. Fitzpatrick, secretary-treasurer, Bristol, Va.)
Contains: 1. R. C. Stearnes: The Smith-Hughes bill, p. 28-33. 2. Mrs. B. B. Munford: The coordinate college and state school funds, p. 33-36. 3. F. B. Fitzpatrick: Standards in school financing, p. 36-41. 4. H. E. Bennett: The standards of our small high schools, p. 48-53. 5. J. C. Metcalf: A new-old emphasis in education, p. 54-62. 6. J. P. McConnell: Vocational guidance, p. 62-68.
219. **Washington educational association**. Addresses and proceedings of the thirty-first annual session . . . Tacoma, Wash., October 24-27, 1917. 200 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)
Contains: 1. E. L. Cave: Our responsibilities to the children of the state, p. 16-26. 2. L. H. Gulick: The nature and meaning of school spirit, p. 42-45. 3. R. B. von Kleinschmidt: An address [Pedagogy not found in books] p. 46-52. 4. G. H. Bohm: The business management of schools, p. 56-65. 5. Clifford Woody: Educational measurements in the state of Washington, p. 59-62. 6. James Bever: The field of the normal school in extension work, p. 64-69. 7. R. P. Kelly: Physical training as against military training in our high schools, p. 103-10. 8. E. H. Hoyt: How can our schools maintain their efficiency during war times? p. 111-12. 9. Marie Weeks: The effect of supervised study upon the teaching of mathematics, p. 114-19. 10. Myrtle Sholtz: The three R's in a socialized school, p. 135-39. 11. M. S. Lewis: Assembling upper grade and high-school pupils, means and ends, p. 147-52. 12. O. C. Goss: Industrial and vocational training, p. 153-56. 13. Almina George: Physical training for girls, p. 176-83.

EDUCATIONAL HISTORY AND BIOGRAPHY.

220. A memorial. Ben Blewett, 1856-1917. Saint Louis, Mo., 1917. 62 p., front. (port.) 12°.
221. **Swift, Fletcher H.** Hebrew education in the family after the exile. Open court, 32: 9-29, January 1918.
222. **Webb, William A.** Milton's views on education. Educational review, 55: 137-48, February 1918.

CURRENT EDUCATIONAL CONDITIONS.

United States.

223. **Dean, Arthur D.** Our schools in war time--and after. Boston, New York [etc.] Ginn and company [1918]. 335 p., illus. 12°.
CONTENTS.—I. Bringing the war into the schools.—II. War and community uses of our schools.—III. The field for industrial and trade schools.—IV. Our colleges and technical institutes.—V. The opportunity for manual and household arts.—VI. The work impulses of youth.—VII. Organized boy power vs. military drill.—VIII. Red cross and other community work.—IX. Reeducation of the disabled.—X. Farm cadets.—XI. The organization of a cadet camp.—XII. A summarized program of action.
Discusses the relation of the schools to various community problems of war time. The author tells concretely what the schools of the various warring countries are contributing to war service, and suggests what the schools of America may do, not only in war time but in time of peace as well, to assume their share of civic responsibilities.
224. ———. Our schools in war time--and after. Teachers college record, 19: 1-14, January 1918.
Ways in which the teachers and the pupils can meet the demands of the present.
225. **Ettinger, William L.** The effect of the war on our elementary schools. Educational foundations, 29: 267-70, January 1918.
Discusses the ways in which our daily school work reflects the changed conditions due to the war.
226. **Lumkin, Uel W.** The test of tomorrow for Missouri schools. Rural school messenger, 7: 108-22, January 1918.
The task of the school of to-morrow in fitting the child for work in a larger world.
227. **Levine, Albert J.** The three R's of education and their complement, the three P's. Educational foundations, 29: 280-85, January 1918.
Says the schools must turn out men and women proficient not only in the three R's but also in the three P's of education—Preparedness, Patriotism, and Pan-Democratism.

228. The national crisis demands a new kind of public school teaching. *American city*, 18: 136-38, February 1918.
Discusses the lessons on "Community and national life" published by the U. S. Bureau of education, and edited by Dr. C. H. Judd, of the University of Chicago.
229. O'Donnell, William Charles. The Gary system in the crucible of a political campaign. *Educational foundations*, 29: 270-75, January 1918.
The political campaign in New York and the campaign literature on the Gary system prepared and distributed by both parties.
230. Phillips, Charles. The war and the schools. *America*, 18: 455, 479-80, February 9, 16, 1918.
The effect of the war on school enrollment and its effect along the lines of character-construction.
231. Swindler, R. Earl. Our schools and a new patriotism. *Teacher's journal* 17:307-10, February 1918.
- Foreign Countries*
232. Brereton, Cloudesley. The French child at home and at school. *Contemporary review*, 113: 56-62, January 1918.
Says that the French child is "a most striking proof that social environment is a far more important factor in education than school."
233. Clarke, Mary G. The extension of the school age. *Educational news (Edinburgh)* 43: 44-45, January 18, 1918.
Discusses the clause in the new Scottish education bill of 1917, which raises the school age from 14 to 15, etc.
234. The Education bill. Text of the bill "to make further provision with respect to education in England and Wales and for purposes connected therewith," introduced in Parliament by Mr. Fisher January 14, 1918. *Times educational supplement (London)* 8: 27-29, January 17, 1918.
235. Education bill, Scotland. *Educational news (Edinburgh)* 42: 685-92, 693-96, December 21, 1917.
Full text of the bill, with comments.
236. Forsant, Octave. Keeping school under fire. *Atlantic monthly*, 121: 247-55, February 1918.
The story by an inspector of schools, of school-keeping in Rhelms under bombardment by the Germans. To be followed in a second paper by narratives written by the pupils themselves of their experience.
237. Marshall, Edward. Higher education in England. *Pittsburgh school bulletin*, 11: 165-72, February 1918.
An interview with Hon. H. A. L. Fisher, giving his plan of education for England, a plan devised for making Britain a happier, healthier, and more efficient nation than any other in the world.
238. [Munro, Robert.] The education bill. *Educational news*, 43: 46-49, January 18, 1918.
Reply of the secretary of Scotland to critics of the new educational bill of 1917.
239. Rogers, Roswell W. The secondary schools of Germany. *Mississippi educational advance*, 7: 14-19, February 1918.
240. Singh, Saint Nihal. Recent educational progress in India. *Contemporary review*, 113: 63-69, January 1918.
Describes the educational activities of the University of Mysore, India, which commenced work on July 1, 1916.
241. Soo-Hoo, Nettie. The value of education in the advancement of China. *Chinese students' monthly*, 13: 201-7, February 1918.
242. Young, James. Administrative areas. *Educational news (Edinburgh)* 43: 24-28, January 11, 1918.
Discusses the provisions of the new Scottish education bill of 1917.

EDUCATIONAL THEORY AND PRACTICE.

243. **Bailey, L. H.** The science element in education. School science and mathematics, 18: 99-103, February 1918.
Abstract of an address before the Central association of science and mathematics teachers, at Columbus, Ohio, November 30, 1917.
The address was divided into two parts: First, an expression of opinion on the traditional division of educational topics into the arts and sciences; second, the contribution of science teaching to the development of civic ideas, particularly to the achievement of democracy.
244. **Benson, Arthur Christopher, ed.** Cambridge essays on education. Cambridge, University press, 1917. xix, 232 p. 8°.
CONTENTS.—Introduction, by Viscount Bryce.—1. The aim of educational reform, by J. L. Paton.—2. The training of the reason, by W. R. Inge.—3. The training of the imagination, by A. C. Benson.—4. Religion at school, by W. W. Vaughn.—5. Citizenship, by Albert Mansbridge.—6. The place of literature in education, by Nowell Smith.—7. The place of science in education, by William Bateson.—8. Athletics, by F. B. Mallin.—9. The use of leisure, by J. H. Badley.—10. Preparation for practical life, by J. D. McClure.—11. Teaching as a profession, by Frank Roscoe.
A volume of essays dealing with underlying aims and principles of education.
245. **Moore, Ernest C.** Formal discipline and the teaching of literature. School and society, 7: 181-87, February 16, 1918.
An address before the New England association of teachers of English, Boston, March 17, 1917.
246. Suggestions of modern science concerning education, by Herbert S. Jennings, John B. Watson, Adolf Meyer, William I. Thomas. New York, The Macmillan company, 1917. 211 p. pl., fold. tab., diagr. 12°.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

247. **Burnham, William H.** Mental health for normal children. Mental hygiene, 2: 19-22, January 1918.
248. **Hilderbrant, Edith L.** The balance between the mental and the physical. Mind and body, 24: 437-44, February 1918.
Results of investigations showing that bodily training is highly essential to the highest intellectual development.
249. **Young, J. W. A.** Remarks on psychological investigations bearing on the disciplinary value of studies. School science and mathematics, 18: 130-38, February 1918.
The disciplinary value of mathematics.

EDUCATIONAL TESTS AND MEASUREMENTS.

250. **Averill, Lawrence Augustus.** A plea for the educational survey. School and society, 7: 187-91, February 16, 1918.
Summarizes the values of the educational survey.
251. **Bobbitt, Franklin.** The plan of measuring educational efficiency in Bay City. Elementary school journal, 18: 343-56, January 1918.
Study based on conditions observed in the schools of Bay City, Mich., devised by Supt. F. A. Gause and introduced in the fall of 1915. The test is a modified examination test, and has proven satisfactory. Illustrated with graphic charts, etc.
252. **Cleveland. Board of education. Division of reference and research.** The arithmetical abilities of school children as shown by Courtis tests. [Cleveland, 1917.] 15 p. tables, diagrs. 8°. (Bulletin No. 1, November 9, 1917.)
C. W. Sutton, director.
253. **Furst, Clyde.** Educational surveys. Columbia university quarterly, 20: 81-90, January 1918.
In conclusion the writer says that "In clearing away obstructions and opening the way for good teaching few implements have proved themselves more useful than the educational survey."

254. **Kephart, Adam Perry.** Clinical studies of failures with the Witmer form-board. *Psychological clinic*, 11: 229-53, January 15, 1918.
255. **Monroe, Walter S.** A report on the use of the Kansas silent reading tests with over one hundred thousand children. *Journal of educational psychology*, 9: 600-608, December 1917.
 "These results are drawn from a large number of States, and are arranged according to the localities from which they come. Criticisms of the tests are discussed, and a comparison is made with the Gray silent reading tests. The author believes that the Kansas tests place more emphasis upon comprehension than upon rate of reading."
256. **Nutting, H. C.** Experimental test of educational values. *Education*, 38: 460-66, February 1918.
 Criticises some of these so-called scientific tests, especially a recent one which attempts to determine whether Latin "functions or not."
257. **Yocum, A. Duncan.** The most immediate concern of educational research during the struggle for democracy. *School and society*, 7: 151-56, February 9, 1918.
 A paper presented before Section I. of the American association for the advancement of science, Pittsburgh, December 29, 1917.
258. **Zerbe, J. L.** Distribution of grades. *Journal of educational psychology*, 8: 575-88, December 1917.
 "The author has made a detailed study of 28,257 grades given at the Carnegie Institute of Technology. On the basis of this material he discusses the subject of attitudes in grading, and demonstrates the advisability of grading according to a normal distribution curve, which expresses the correlation of mental tests with the grades assigned by instructors for a series of years."

SPECIAL METHODS OF INSTRUCTION.

259. **Esenwein, Joseph Berg and Stockard, Marietta.** Children's stories and how to tell them. Springfield, Mass., The Home correspondence school [1917] 253 p. 12°. (The writer's library, ed. by J. B. Esenwein.)
260. **Whitacre, H. J.** Motion pictures; their effect on school children and their value as a means of instruction. *Midland schools*, 32: 171-76, February 1918.
 Results of a study made in the schools of Waterloo, Des Moines, and Sutherland, Iowa.

SPECIAL SUBJECTS OF CURRICULUM.

261. **National council of teachers of English.** Proceedings of the seventh annual meeting, Chicago, November 29-30 and December 1, 1917. *English journal*, 7: 39-75, January 1918.
262. ———. **Committee on English in the normal school.** Final report. In *English journal*, 7: 29-38, January 1918.
 Walter Barnes, chairman.
 Part I, History. Part 2, Final tabulation of the data contained in the questionnaires and a few interpretations of the data. Part 3, Principles upon which the English work in a two-year normal course should be based.
263. **Allen, Carrie B.** Some suggestions for the teaching of ancient history in secondary schools. *Education*, 38: 454-59, February 1918.
 "The great aim of ancient history teaching," says the writer, "should be the inspiring of vivid mental conceptions of the ancient peoples and life."
264. **Andrews, James Mace.** The teaching of hygiene in the grades. Boston, New York [etc.] Houghton Mifflin company [1918]. 177 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo.)
265. **Atkinson, J. H.** Technical English. *Engineering education*, 8: 199-212, January 1918.
266. **Ballard, P. B.** How to write with the left hand. *School world* (London) 20: 16-19, 43-46, January, February 1918.
 Final papers of series.

267. **Bernard, Luther L.** The teaching of sociology in Southern colleges and universities. *American journal of sociology*, 23: 491-515, January 1918.
A study based on replies to a questionnaire sent out March 1, 1917, to the 139 educational institutions listed in the *World almanac* as being located within the 14 States called southern. Gives extensive tabulated data.
268. **Blount, Alma.** Of teaching literature. *American schoolmaster*, 11: 49-66, February 15, 1918.
Comments on some of the aspects of literature that may be used in classes to stimulate students mentally and to give body and firmness to discussion.
269. **Dann, Hollis.** Music in the public schools—what constitutes success. *School music*, 19: 7-17, January-February 1918.
Discussion before the music section of the Indiana state teachers' association, Indianapolis, November 1, 1917.
270. **Davis, Alfred.** Valid aims and purposes for the study of mathematics in secondary schools. *School science and mathematics*, 18: 112-23, 208-20, February, March, 1918.
To be continued.
271. **Davison, Walter B.** The history teacher's patriotic opportunity. *Educational review*, 55: 111-16, February 1918.
Says that history, like geography and civics, has been over-formalized, and slow to respond to modern demands. Cites reasons.
272. **Dolch, Edward W., Jr.** Selling English. *Education*, 38: 447-49, February 1918.
273. **Driggs, Howard R.** Seeing classics as wholes. *English journal*, 7: 7-14, January 1918.
Urges the necessity of teaching literature from the inspirational viewpoint. Says that the super-scientific attitude in studying English literature is largely responsible for the failure to lead students to appreciate and enjoy the classics.
274. Education, scientific & humane; a report of the Proceedings of the Council for humanistic studies, edited by Frederic G. Kenyon. London, J. Murray, 1917. 32 p. 8°.
275. **Flint, Leon Nelson.** Newspaper writing in high schools, containing an outline for the use of teachers. [Lawrence, Kan., 1917] 42 p. illus. 4°.
276. **Gager, C. Stuart.** The near future of botany in America. *Science*, n. s. 47: 101-15, February 1, 1918.
Shows the importance of botany in the curriculum of the colleges and high schools. Discusses the aims and content of advanced botanical education for those intending to enter botany as a profession.
Address delivered before the American association for the advancement of science, Section G, December 21, 1917.
277. **Gould, Frederick J.** History the supreme subject in the instruction of the young. London, Watts, 1918. 15 p. 12°.
"In this pamphlet the main proposition to be argued and illustrated is as follows: That history, understood in a broad, liberal and modern sense, can be, and should be, treated as the supreme subject in the instruction of the young, and that the studies, exercises, and activities which have figured as 'subjects' in the time-tables of the past can be grouped around, and connected with, this supreme subject." p. 3.
278. **Greenlaw, Edwin.** Relating the English to the world crisis. 11. The school and the spirit of democracy. *High school journal*, 1: 1-5, February 1918.
Advocates the suspension of the fixed course of study and shows the infinite possibilities of the schools in the present crisis in studying the President's messages, the lessons on community and national life, etc.

279. **Hack, R. K.** The case for humility. *Atlantic monthly*, 127: 222-31, February 1918.
Says that the humanist must learn to practice humility, to abandon his faith in the mechanical and quantitative methods which belong to science, and to set about the task of re-stating the past in the present. He should fight for a positive end, the primacy of the human spirit.
280. **Hadzaitis, George Depue.** The value of the classics in modern education. *Alumni register* (University of Pennsylvania) 20: 367-78, February 1918.
An address delivered before the Bucks County teachers' association, at Doylestown, Pa., December 4, 1915. Revised.
281. **Howe, George.** The teaching of Latin in the high school. II. Planning the course. *High school journal*, 1: 5-8, February 1918.
282. **Indiana state council of defense.** Indiana war service text-book for Indiana high schools. Planned by the State council of defense, authorized by the governor, edited and published by the State board of education. [1918] 151 p. illus. 12°.
283. **Lyman, R. L.** Fluency, accuracy, and general excellence in English composition. *School review*, 26: 85-100, February 1918.
A study based on an examination of the themes of 322 freshmen in four high schools, Bloomington, Winnetka, and the University high, Illinois; and Vinton, Iowa. The study includes 59,516 words. The following conclusions were reached: "(1) There appears to be a positive correlation between fluency and accuracy. (2) Approximate excellence in substance and composition seems to be attained most readily by those pupils who write with a reasonable, but not excessive, fluency. (3) General excellence in substance and rhetorical form apparently is accompanied by a reasonable command of the mechanics of writing."
284. **Miles, Dudley.** How can we co-operate in teaching English? *High school quarterly*, 6: 81-87, January 1918.
285. **Mille, A. B. de.** War-books in the schools. *English leaflet*, 19: 1-9, February, 1918.
The problem of adapting war literature to school use. An experiment with a class of average boys.
286. **Morgan, J. C.** The transition period of Athenian education and modern education. *Classical journal*, 13: 272-76, January 1918.
A plea for the classics.
287. **Osgood, Charles G.** The artistic teaching of English. *English journal*, 7: 15-23, January 1918.
Says that the teacher should humanize the subject, to render it the medium for revealing essential facts and values of human life.
288. **Pharr, Clyde.** A year—or more—of Greek. *Classical journal*, 13: 364-71, February 1918.
Advocates, for the first year, the use of a book which will introduce the student at the earliest practicable moment to continuous reading of a Greek author who is intrinsically interesting and worth while.
289. **Sachs, Julius.** Desirability of a syllabus of French and German texts. *Modern language journal*, 2: 139-49, January 1918.
Address before the Association of modern language teachers at convention of Association of colleges and preparatory schools of the middle states and Maryland, Poughkeepsie, N. Y., December 1, 1917.
290. **The school course in history: some precedents and a possible next step.** *History teacher's magazine*, 9: 74-83, February 1918.
Report of a joint committee of the Association of history teachers of the middle states and Maryland and the American historical association.

291. **Scott, Frank W.** What our students say about us. Illinois association of teachers of English bulletin, 10: 1-9, February 1, 1918.
Read at the meeting of the National council of teachers of English, Chicago, November 30, 1917.
Students' ideas as to what shortcomings in their preparation may be attributed the failure of graduates from any given high school to pass any given college freshman course in composition.
292. **Seashore, Carl E. and Mount, George H.** Correlation of factors in musical talent and training. In University of Iowa studies in psychology, no. 7. Princeton, N. J., Psychological review company, 1918. p. 47-92. (Psychological monographs, vol. xxv, no. 2, whole no. 108, 1918).
293. **Small, Jennie A.** The beginning of formal number work. Elementary school journal, 18: 357-68, January 1918.
Says that "strong visualization of symbols and of space relationships of numbers assists in the process of abstraction." The work at first should be concrete. Formal work in number usually begins in the second year.
294. **Spink, Josette Eugénie.** French in the pre-high school period. Modern language journal, 2: 157-69, January 1918.
Paper before the 29th Educational conference of the academies and high schools with the University of Chicago, April 13, 1917.
Contains a diagram of pre-high school course.
295. Two reports on the teaching of French. School world (London) 20: 9-12, 46-49, January, February 1918.
A review of two reports on the teaching of French in London secondary schools. The reports were made by six inspectors of the Board of education and by Mr. Cloudestey Brereton, inspector in modern languages to the London county council.
296. **Valentine, C. W.** An inquiry into the value of the study of Latin and Greek. School world (London) 20: 1-6, 39-43, January, February 1918.
To be concluded.
297. **Vinal, William Gould.** Some mechanical aids in nature-study. Nature-study review, 14: 60-73, February 1918.
298. **Waterhouse, R. H.** General science in Amherst junior high school. General science quarterly, 2: 318-36, January 1918.
Presents curriculum of a two-year course in science.
299. **Wiley, Roy A.** Educational ideas and the eight-hour day. New Mexico journal of education, 14: 5-7, February 1918.
From American education, September 1917.
A plea that we educate children not only for their vocations but also for their avocations.
300. **Winbolt, S. E.** The reform of classical education. Athenaeum, no. 4625: 25-27, January 1918.

KINDERGARTEN AND PRIMARY SCHOOL.

301. **Fulmer, Grace.** The use of the kindergarten gifts. Boston, New York [etc.] Houghton Mifflin company [1918] 232 p. front, diagrs., 12^s.
302. **Taylor, Randall L., Jr.** Does kindergarten training promote rapid progress through the grades? Kindergarten and first grade, 3: 51-56, February 1918.
Pages 51 to 56 contain notes on Mr. Taylor's study by Professor Henry W. Holmes.
Says that the kindergarten does not seem to serve as a promoter of much greater speed through the grades. Its chief service is to be found in giving the child more wholesome instruction among more wholesome surroundings during the early years of his life.

RURAL EDUCATION.

303. **Bricker, Garland A.** Education in the rural home. American education, 21: 311-12, February 1918.

Parental supervision, education in obedience, moral education, physical education, industrial education, and intellectual education as found in the country home.

304. **Mardis, S. K.** Why rural school teachers should have rural professional training instead of city training. Ohio teacher, 38: 248-50, January 1918.
Says city-trained teachers can not have spiritual touch with the rural children because city training gives city ideals, city standards, and city-mindedness.
305. **Meade, A. R.** Improvement of the teaching staff of rural schools. Ohio teacher, 38: 251-53, January 1918.
What may be done to improve the rural teaching staff under normal conditions of social life and what may be done during time of war.
306. **Phillips, D. E.** Rural education and consolidation. School and society, 7: 191-94, February 16, 1918.
Advocates federal aid for the rural schools. Says that "Local taxation must be destroyed through conditional national appropriation."
307. Report of a Conference on rural education held at "Simonstone," Hawes, Wensleydale, September 29 and 30, 1917. Athenaeum, no. 4625: 53-60, supplement, January 1918.
308. **Shriber, J. H.** The fundamental points of attack in a successful solution of the problems of rural education and country life in sparsely settled states. Colorado school journal, 33: 18-21, January 1918.
Address at the National conference of rural education, Denver, November, 1917.

SECONDARY EDUCATION.

309. **Allison, R. H.** The junior high. Ohio educational monthly, 67: 54-56, February 1918.
The reorganization of the public schools and the advantages of the junior high school plan.
310. **Bowers, Ross E.** How should the high school prepare for college. Journal of education, 87: 117-18, January 31, 1918.
Believes that the colleges should lower the entrance barriers, extend the number of entrance subjects, and exhibit more common sense in general in regard to the matter than they do now.
311. **Inglis, Alexander.** Principles of secondary education. Boston, New York [etc.] Houghton Mifflin company [1918] 741 p. 12°.
312. **Jones, Arthur J.** The junior high school—its place in the reorganization of education. School review, 26: 110-23, February 1918.
A critical review of the subject in all its phases. As regards the status of the junior high school now in operation, the writer says that the investigator is handicapped at the beginning by lack of adequate data.
313. **Roberts, Alexander C.** Modernizing the high school. Northwest journal of education, 29: 9-13, January 1918.
The place of the high school in the scheme of public education to-day, its development through modernizing the curriculum, etc.
314. **White, R. J.** Cost of high school instruction in Washington. Northwest journal of education, 29: 6-12, February 1918.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

315. **Abbott, Allan.** The English teacher and the world war. English journal, 7: 1-6, January 1918.
President's address at the seventh annual meeting of the National council of teachers of English, November 30, 1917.
316. **Bolton, Frederick E.** How to secure real promotion. Northwest journal of education, 29: 16-18, February 1918.
Thinks that advanced scholarship is the best means of opening the doors of promotion and recommends to the teachers of Washington the attendance upon a summer session in some institution of learning.

317. **Brown, Carroll T.** Teacher vs. system. *Westonian* (Westtown, Pa.), 24: 11-21, January 1918.
Part of an address given before the Educational association at Barnesville, Ohio, December, 1917. Points out the great need of mature cultivated men and women as teachers even for the very young children.
318. **Buncher, W. C.** The general training of the teacher. *Journal of education* (London) 50: 18, 20, January 1918.
319. **Clarke, William F.** Teacher-qualifications sought by superintendents. *American school board journal*, 56: 28-29, 86-87, February 1918.
The superintendent's idea of what constitutes the make-up of a satisfactory teacher, as gleaned from a study of the different schedules used in checking up qualifications and characteristics.
320. **Cornman, Oliver P.** Retirement system for the public schools of Pennsylvania. *Pittsburgh school bulletin*, 11: 137-44, January 1918.
A brief review of the recently enacted measure, giving the provisions of the law and showing the soundness and wisdom of the legislation.
321. **Gage, Harry Morehouse.** A message to the teachers of South Dakota. *South Dakota educator*, 31: 25-26, 35, February 1918.
The teacher's duty in war time.
322. **Gay, Robert M.** Why teach? *Atlantic monthly*, 121: 218-22, February 1918.
Discusses the profession of the teacher.
323. **Purcell, Helen E.** Poor salaries for teachers as they affect the child. *American school board journal*, 56: 23, 83, February 1918.
324. **Ruediger, W. C.** The spirit of the teaching corps. *School and society*, 7: 91-97, January 27, 1918.
Address before the Maryland state teachers' association, November 27, 1917.
Divides the factors upon which the spirit of the teaching corps depends into two groups: (1) those pertaining to personality and (2) those pertaining to administrative policies.
325. **Ruetenik, G. A.** Are the teachers' pension funds in Ohio solvent? *Ohio teacher*, 38: 262-65, January 1918.
Gives some figures and facts concerning teachers' pension funds in general, giving particular attention to the financial condition of the Cleveland, Ohio, pension fund.
326. **South Carolina state teachers' association.** The status of the teaching profession. Report of the Committee of the State teachers' association of South Carolina, 1917; Reprinted by permission from the Proceedings. Columbia, S. C., The University, 1917. 12 p. 12°. (Bulletin of the University of South Carolina, no. 61, October 1917)

HIGHER EDUCATION.

327. **Adams, John.** The student's guide. London, The University of London press, 1917. 296 p. 12°.
Presents the following topics: Taking oneself in hand, Plan of campaign, Manipulation of the memory, Nature of study and thinking, Mode of study, Reading, Textbooks and books of reference, Listening and note-making, Translation and essay-writing, Examinations.
328. **Beasley, Thomas Quinn.** The war, the colleges and the universities. *Catholic educational review*, 15: 140-46, February 1918.
Gives statistics showing the enrollment of freshmen in colleges and universities in October, 1916, and October, 1917.
329. **Chamber of commerce of the United States of America. Committee of statistics and standards.** The economic significance of the state university. Washington, D. C., 1917. 11 p. illus. 4°. (Special bulletin, July 30, 1917) 2.
History, revenues, achievements, etc., of state universities.

330. **Church, C. C.** The place of the small country college. *American schoolmaster*, 11: 1-9, January 15, 1918.
The policies and methods of the country college.
331. [Harvard university] The teaching of economics in Harvard university, a report presented by the Division of education at the request of the Department of economics. Cambridge. Harvard university press; London, H. Milford, 1917. 248 p. plates, diags. 12°.
332. **Keller, A. G.** The B. A. degree in America. *Scientific monthly*, 6: 142-56, February 1918.
Says that the degree has been too lavishly conferred; it has been cheapened "to the verge of meaninglessness." Advocates a required course of study.
333. **Lincoln, Edmond E.** The tutorial system in the division of history, government, and economics of Harvard university. *American Oxonian*, 5: 14-19, January 1918.
This is the seventh article in a general survey of the various adaptations of English methods in American universities.
334. **MacCracken, John Henry.** Pooling of college interests as a war measure. *History teacher's magazine*, 9: 70-73, February 1918.
An address delivered before the Association of American colleges, January 12, 1918.
Says that the necessities of war require not only some kind of pooling of educational interests, but also some kind of an administrator of education at Washington to whom the various governmental departments can present their educational needs. Proposes an administrator of education to rank with the food administrator and the fuel administrator and to occupy a seat in the War Council.
335. **Mexico.** Boletín de la Universidad. Órgano del Departamento universitario y de bellas artes. Tomo 1, num. 1, December 1917. 339 p., 8 plates. illus., plates. 8°. Office: Lic. Verdad 2. Mexico, D. F.
336. **Nutting, H. C.** Latin and the A. B. degree. *School and society*, 7: 121-26, February 2, 1918.
A discussion of the article by Dr. Elliot making a plea for the abolition of the Latin requirement for the A. B. degree.
337. **O'Shea, M. V.** College fraternities. *Mother's magazine*, 13: 124-25, February 1918.
The evils and the value of college fraternities.
338. ——— Types of war service. *Wisconsin journal of education*, 50: 1-8, January 1918.
Some new types of service performed by the University of Wisconsin in serving the nation in war time.
339. **Robertson, David Allan.** The quarter-centennial celebration of the University of Chicago, June 2 to 6, 1916. Chicago, Ill., The University of Chicago press [1918] 234 p. col. front., plates, ports, plans. 8°.
340. **Sachs, Julius.** Junior colleges in California. *Educational review*, 55: 117-25, February 1918.
341. **Smith, Kirby F.** The degree of master of arts at Johns Hopkins university. *Educational review*, 55: 126-32, February 1918.
Says that the master's degree is distinctly a graduate degree, therefore, the candidate for it should have gained the baccalaureate degree from a college in good standing. Two years of study are required for this degree at the Johns Hopkins university.
342. **Thwing, Charles F.** An intellectual equivalent of "student activities." *North American review*, 207: 230-43, February 1918.
Relating studies to problems of real life, for example, making pure mathematics into applied mathematics, etc.

SCIENTIFIC RESEARCH.

343. **Thatcher, R. W.** The relation of the state university to research work in war times. *Scientific monthly*, 6: 124-27, February 1918.

Says that the State universities are the agencies to which the Government has the right to look for research assistance in winning the war. A plea for more efficiency in laboratory and shop.

SCHOOL ADMINISTRATION.

344. **Alexander, Carter.** Translating school statistics for the public. *Teachers college record*, 19: 34-42, January 1918.

345. **Clarke, Earle.** The growth of cities and their indebtedness for schools. *Elementary school journal*, 18: 377-81, January 1918.

Summarization and analysis of an investigation by the Russell Sage foundation of the indebtedness of American city school systems. Concludes that rapid growth is a reason and an excuse for large school indebtedness.

346. **Hargitt, Charles W.** Vital statistics and the schools. *School and society*, 7: 126-30, February 2, 1918.

Gives a summarized outline of a proposed plan of vital statistics as related to education.

347. **Julian, Brother.** The making of reports and their value. *Catholic educational review*, 15: 131-39, February 1918.

Thinks that reports are of little value to parents and of less value to teachers.

348. **Martin, A. S.** Waste in supervision. An analysis of school supervision. *American school board journal*, 56: 32-33, February 1918.

349. **Talbert, Wilford E.** Are we spending too much money on our schools? *California taxpayers' journal*, 2: 13-16, January 1918.

Efficient school purchasing.

SCHOOL MANAGEMENT.

350. **Laird, S. B.** School discipline. *American schoolmaster*, 11: 17-23, 67-71, January 15, February 15, 1918.

351. **Ricciardi, Nicholas.** Departmental teaching in the grammar school. *Education*, 38: 450-53, February 1918.

Says that the departmental school, under proper supervision is making the average pupil more efficient socially.

352. **Robinson, W. T.** Marking systems. *High school quarterly*, 6: 106-11, January 1918.

353. **Stitt, Edward W.** Suggestions to young teachers. *McEvoy magazine*, 10: 333-39, February 1918.

Helpful suggestions for the young teacher in class management, etc.

354. **Winslow, Ada.** Dormitory discipline. *High school quarterly*, 6: 112-16, January 1918.

SCHOOL ARCHITECTURE.

355. **Brinkloe, William Draper.** Planning the schoolhouse in war time. *American school board journal*, 56: 27-28, February 1918. illus.

The 3-room school.

SCHOOL HYGIENE AND SANITATION.

356. **Baker, S. Josephine.** Classroom ventilation and respiratory diseases among school children. *American journal of public health*, 8: 19-26, January 1918.
 * Paper read before the Sociological section of the American public health association, October 20, 1917, Washington, D. C.
 A study of 5,533 pupils in 76 classrooms in 12 schools operated under three different types of ventilation, conducted during a five-month period in the late fall, winter, and early spring.
357. **Conboy, Fred J.** Rural dental inspection. *School* (Toronto, Canada) 6: 397-400, February 1918.
 Dwells on the urgent necessity of dental inspection of rural school pupils.
358. **Kerr, James.** Standards of height for school children. *School hygiene* (London) 8: 101-15, December 1917.
 Conditions in London described. Results of measurements, stature and intelligence, rhythm in growth, and determination of standard values set forth. References: p. 115.
359. **Penn, Byron.** A schoolmaster's notes on growth of scholars. *School hygiene* (London) 8: 116-25, December 1917.
 Gives statistical data. To be continued.
360. **Rice, Gordon W.** Medical inspection of public school children. *American school board journal*, 56: 25-26, February 1918.
 Gives statistics of medical inspection for Pennsylvania and Washington.
361. **Rossman, John G.** A practical health survey. *Arkansas teacher*, 6: 3-6, January 1918.
 Gives the results of a survey of the school children of Stuttgart, Ark., to ascertain the health conditions of pupils in the third, fourth, and sixth grades.
362. **Thompson, A. Hugh.** The importance of ophthalmic supervision in nursery schools. *Child* (London) 8: 178-80, January 1918.

PHYSICAL TRAINING.

363. **Johnson, George Ellsworth.** Physical education from the recreative viewpoint. *Mind and body*, 24: 447-53, February 1918.
 Read at the annual convention of the State teachers association of Pennsylvania, Harrisburg, Pa.
364. **Reilly, Frederick J.** A rational classification of boys and girls for athletic competition. *American physical education review*, 23: 13-24, January 1918.
365. **Sargent, Dudley A.** Civilization and athletic feats. *Journal of sociologic medicine*, 18: 402-7, December 1917.
 Advocates the adoption of a universal system of all-round physical education in every school and college. Traces the history of athletics in Greece and Rome.
 Paper read at the 42d annual meeting of the American academy of medicine, New York city, June 5, 1917.

PLAY AND PLAYGROUNDS.

366. **Ross, Edward A.** Adult recreation as a social problem. *American journal of sociology*, 23: 516-28, January 1918.
 Discusses the social value of public playgrounds, recreation fields, and community theatres.

SOCIAL ASPECTS OF EDUCATION.

367. **Finney, Rosa L.** Sociological principles fundamental to pedagogical method. *Educational review*, 55: 91-110, February 1918.
 A criticism of Dewey's "Democracy and education," which, says the writer, "overemphasizes the deliberative, conscious aspects of individual and social life, and in as many ways slurs over the value of habit, drill and social compulsion."

368. **Metzdorf, A. E. and Campbell, Walter.** The neighborhood center movement. Playground, 11: 542-48, February 1918.
Chapters from a forthcoming book.
369. **Rankin, Jeannette.** Schoolhouses as democracy center. Indiana instructor, 2: 24-25, February 1918.
By a member of Congress from the state of Montana.
370. **Robbins, Charles L.** The school as a social institution; an introduction to the study of social education. Boston, New York [etc.] Allyn and Bacon [1918] xxv, 470 p. 12°.
Presents a survey of the school designed to set forth in a brief yet moderately comprehensive manner the social significance of its educational work, its relation to other institutions and forces, its function as a determining and controlling force, its work as a protective agency, and its service as a community center.
371. **Wilson, H. B.** Socializing the school. Kansas teacher, 6: 10-12, February 1918.
Abstract of an address before the city superintendents of Kansas at the Emporia state normal school.

CHILD-WELFARE.

372. **Millard, Columbus Norman.** A parent's job. Boston, Chicago, The Pilgrim press [1917] 227 p. 12°.
373. **Newsholme, Arthur.** The enemies of child life. Nineteenth century and after, 83: 76-98, January 1918.

MORAL EDUCATION.

374. **Cates, E. E.** Moral education in the public school. Education, 38: 467-73, February 1918.
Says that it is possible to teach morality without sectarianism; a fact which is demonstrated every day in the public schools.
375. **Folsom, Joseph K.** The social psychology of morality and its bearing on moral education. American journal of sociology, 23: 433-60, January 1918.
In the teaching of morality less stress must be laid upon motives and virtues, and more stress upon facts and results. Discusses the subject under two heads: (1) The psychological origins of morality; (2) Sociological and educational bearings.
An elaborate study of 58 pages.
376. **Willson, Wilhelmine Putnam.** The child that does not stumble. Boston, R. G. Badger; Toronto, The Copp Clark co., limited [1917] 151 p. 12°.

RELIGIOUS EDUCATION.

377. **Finley, John H.** Week-day religious instruction. Religious education, 13: 5-8, February 1918.
Also in Educational foundations, 29: 343-47, February 1918.
An address by the Commissioner of education of New York at the meeting in Carnegie Hall, New York city, November 12, 1917.
378. **Galloway, Thomas Walton.** The use of motives in teaching morals and religion. Boston, Chicago, The Pilgrim press [1917] 187 p. 12°.
379. **Holtz, Adrian Augustus.** A study of the moral and religious elements in American secondary education up to 1800. Menasha, Wis., 1917. 86 p. 8°.
Thesis (Ph.D.) University of Chicago, 1914.

MANUAL AND VOCATIONAL TRAINING.

380. **Federal board for vocational education.** Bulletin, nos. 2-4. Washington, Government printing office, 1917-1918. 3 v. 8°.
No. 2, Circular of information for use in training conscripted men for service as radio and buzzer operators in the United States Army, 14 p. No. 3, Emergency training in shipbuilding. Evening and part-time classes for shipyard workers, 71 p. No. 4, Mechanical and technical training for conscripted men (Air division, U. S. Signal corps), 47 p.
381. **Laselle, Mary A.** Causes of the success or the failure of first-year boys in a vocational school. *Elementary school journal*, 18: 369-76, January 1918.
Investigation made in the Newton vocational school, Mass. Not an exhaustive survey. Facts secured during a series of individual interviews with "a large number of first-year boys, some of whom would be labeled 'successful,' while the others, if judged by ordinary standards, would be considered 'failures.'"
382. **Maple, E. O.** A program for vocational education for war service. *Teacher's journal*, 17: 310-14, February 1918.
The vocational education program for Indians.
383. **Snedden, David.** The practical arts in general education. *Teachers college record*, 19: 15-33, January 1918.
"Contains a series of proposals for the reorganization of the theory of industrial, commercial, agricultural, and household arts with special reference to their employment as means of general education for pupils from twelve to sixteen years of age."
384. **Stilwell, Katherine M.** The course in printing in the university elementary and high schools, the University of Chicago. *Elementary school journal*, 18: 333-42, January 1918.
Discusses value of printing as a practical school activity, also its humanistic tendencies. Gives outline of work, and equipment of school.
385. **Tabbs, Eaton V.** The part-time plan in the Centralia (Ill.) township high school. *School review*, 26: 101-9, February 1918.
Describes the cooperative plan between the Centralia township high school and the Illinois Central railroad company shops. In the operation of the plan two boys constitute a unit. While one boy is in school the other is working in the shops.
386. **U. S. Bureau of labor statistics.** Industrial experience of trade-school girls in Massachusetts. October 1917. Washington, Government printing office, 1917. 275 p.; tables. 12°. (Bulletin, whole no. 215. Women in industry series, no. 10)
387. **Winters, T. Howard.** The school's duty to train workers. *Ohio educational monthly*, 67: 51-53, February 1918.
Says we must seek out the needs of industry and industrial workers, co-operate with employers and labor organizations, use the practical operations in the plants for our laboratories and the trained men of the shops as our teachers.

AGRICULTURAL EDUCATION.

388. **Jordan, Whitman H.** The future of agricultural education and research in the United States. *Science*, n. s. 47: 125-34, February 1918.
Vice-presidential address before Section M of the American association for the advancement of science.
Discusses the internal policy of the agricultural colleges and experiment stations. Criticizes centralization of authority and the budget system, which threaten "the efficiency of agricultural education and research."

COMMERCIAL EDUCATION.

389. **Davis, Roy.** Business practice in elementary schools. Cambridge, Mass., Harvard university [1917]. 31 p. 8°. (Harvard bulletins in education [no. VI, October 1917].)

390. **Lomax, Paul S.** Significant results of Missouri and New Mexico commercial education surveys. *School review*, 26: 73-84, February 1918.
The above-mentioned surveys were authorized by the commercial departments of the state teachers' associations. The Missouri survey was made in 1916; the New Mexico survey in 1917. They were undertaken to establish "a constructive and comprehensive program of state-wide standardization of commercial education." Sums up the results of the surveys.
391. **Swiggett, Glen Levin.** Training for business. *School and society*, 7: 97-104, January 26, 1918.

PROFESSIONAL EDUCATION.

392. **Arnold, Horace D.** Medical education, medical interns and the war. *Journal of the American medical association*, 70: 451-54, February 16, 1918.
393. **Clayton, S. Lillian and Jammé, Anna C.** How secondary school principals and teachers can help push national preparedness in nursing. *American journal of nursing*, 18: 391-98, February 1918.
394. **Poston, Adele S.** Teaching in a training school for nurses. *American journal of nursing*, 18: 382-87, February 1918.
Cites the history of nursing; methods of teaching in various schools; minimum requirements of class rooms, etc.
395. **Strong, Anne Harvey.** Some problems in the training of school-nurses. *American education*, 21: 302-6, February 1918.

CIVIC EDUCATION.

396. **Dunn, Arthur W.** Training in the duties of citizenship. 24 p. 8°. (Massachusetts. Board of education. Bulletin, 1917, no. 8.)
397. **Phillips, James D.** Teaching patriotism. *Education*, 38: 443-46, February 1918.
Says that history is the "great storehouse of patriotism." Lessons should be drawn from the lives of great heroes and defenders of liberty and democracy.
398. **Talbot, Winthrop, comp.** Americanization. Principles of Americanism; essentials of Americanization; technic of race-assimilation; annotated bibliography. New York: The H. W. Wilson company, 1917. lii, 320 p. 12°. (The handbook series.)

REEDUCATION OF WAR INVALIDS.

399. **Hutt, Cecil William.** The future of the disabled soldier . . . London, Bale, sons & Danielson, Ltd. [etc.] 1917. x, 199 p. plates. 12°.
400. **McMurtrie, Douglas C.** Re-educating German war cripples at Düsseldorf. *Boston medical and surgical journal*, 178: 182-87, February 7, 1918.

EDUCATION OF WOMEN.

401. **Weaver, W. D.** Types of schools for the higher education of women. [Charlottesville, Va.] 1918. 7 p. 8°.
402. **Weiss, Alma Joschimson.** The German women's struggle for higher education. *School and society*, 7: 161-65, February 9, 1918.

EDUCATION OF DEAF.

403. **Johnson, Richard O.** The deaf and psychic development. *Education*, 38: 425-42, 508-17, February, March 1918.
Sketches the history of the education of the deaf; mental capacity classified; methods of instruction, etc.

404. Jones, John W. One hundred years of history in the education of the deaf in America and its present status. *American annals of the deaf*, 63: 1-47, January 1918.
Early attempts to found schools for the deaf, changes in the teaching force, industrial and vocational training, school books, etc.
405. Leonard, Eleanor C. The fiftieth anniversary of the founding of the Clarke school, Northampton, Mass. *Volta review*, 20: 45-65, January 1918.
History of the Clarke school for the deaf, founded in 1867. Fully illustrated with portraits of founder and teachers. For an account of an historical pageant presented on the occasion of the anniversary see pages 31-44.
406. Morgenstern, Louise I. The mental factor in lip-reading. *Volta review*, 20: 14-17, January 1918.
407. Pintner, Rudolf. Some conclusions from psychological tests of the deaf. *Volta review*, 20: 10-14, January 1918.
Among other conclusions the writer says that the Binet-Simon scale is impracticable as arriving at any adequate measure of the deaf child's general intelligence.

EXCEPTIONAL CHILDREN.

408. Anderson, Mota L. Education of defectives in the public schools. With an introd. by Henry H. Goddard. Yonkers-on-Hudson, N. Y., World book company, 1917. 104 p. diagrs. 12°. (School efficiency monographs)
409. Clark, L. Pierce. A consideration of conduct disorders in the feeble-minded. *Mental hygiene*, 2: 23-33, January 1918.
A study of high-grade feeble-minded children. Work in schools. Cites cases in the public schools of New York city.
410. Glueck, Bernard. A study of 608 admissions to Sing Sing prison. *Mental hygiene*, 2: 85-151, January 1918.
A report of the work of the psychiatric clinic at Sing Sing from the time of its establishment, August 1, 1910, to April 30, 1917. Many interesting cases cited with school records, etc.
411. Swift, Walter Babcock. Speech defects in school children, and how to treat them. Boston, New York [etc.] Houghton Mifflin company [1918] 129 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo)
412. Teas, Elizabeth H. A report of a survey of the children in the ungraded classes in the borough of the Bronx. *Ungraded*, 3: 75-82, January 1918.

EDUCATION EXTENSION.

413. Dana, John Cotton. Schools and museums. Public libraries, 23: 60-63, February 1918. illus.
414. Winkler, Helen. Laggards at night school. *Survey*, 39: 462-63, January 26, 1918.
Discusses the problems of un-Americanization and illiteracy among immigrants. Makes a plea for cooperation between the school and factory. Cites reasons why the night school is inadequate to cope with the question of the illiteracy of the foreign adult worker.

LIBRARIES AND READING.

415. Hall, Mary E. A day in a modern high school library. *Public libraries*, 23: 51-59, February 1918. illus.
Describes the library of the Girls' high school, Brooklyn, N. Y., of which the author is librarian.
416. Hazeltine, Alice I., comp. Library work with children. Reprints of papers and addresses. White Plains, N. Y. and New York city, The H. W. Wilson company, 1917. 396 p. 12°. (Classics of American librarianship, ed. by Arthur E. Hootwick)

417. Jennings, J. T. A plea for advanced instruction in library summer schools. *School and society*, 7: 156-60, February 9, 1918.

Shows the need of a more special and advanced type of instruction in library science in summer schools, where library workers, who have already had technical training, may find adequate equipment for the satisfactory solution of their problems.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

418. Educational directory, 1917-18. Washington, 1918. 200 p. (Bulletin, 1917, no. 43)
419. Lessons in community and national life. Washington, 1918. 6 pamphlets. 32 p. each. (Community leaflets, nos. 13-18)
- No. 13.—Lesson A-16: Caste in India. Lesson A-17: American mining law. Lesson A-18: Local and national governments. Lesson A-19: Active citizenship.
- No. 14.—Lesson B-17: The development of a system of laws. Lesson B-18: How state laws are made and enforced. Lesson B-19: The commission form of city government and the city manager. Lesson B-20: The church as a social institution.
- No. 15.—Lesson C-17: Custom as a basis for law. Lesson C-18: Cooperation through law. Lesson C-19: How the city cares for health. Lesson C-20: The family and social control.
- No. 16.—Lesson A-20: Private control of industry. Lesson A-21: Borrowing capital for modern business. Lesson A-22: The commercial bank and modern business. Lesson A-23: The services of money.
- No. 17.—Lesson B-21: National standards and the Bureau of Standards. Lesson B-22: Financing the war. Lesson B-23: Thrift and war savings.
- No. 18.—Lesson C-21: Before coins were made. Lesson C-22: The minting of coins. Lesson C-23: Paper money. Lesson C-24: Money in the community and the home.
420. The preparation and the preservation of vegetables; by Henrietta W. Calvin and Carrie A. Lyford. Washington, 1918. 24 p. (Bulletin, 1917, no. 47)
421. Report of the Commissioner of education for the year ended June 30, 1917. Vol. 2. Washington, 1917. 692 p.
422. Secondary schools and the war. Washington, 1918. 4 p. (Secondary school circular no. 1, January 1918)
423. The story of a boy who did not grow up to be a tall strong man. Washington, 1917. 16 p. (School sanitation leaflet no. 1, October 1917)
424. Summer sessions of city schools; by W. S. Deffenbaugh. Washington, 1918. 45 p. (Bulletin, 1917, no. 45)
425. The township and community high school movement in Illinois; by Horace A. Hollister. Washington, 1917. 48 p. plates. (Bulletin, 1917, no. 35)
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